
PETERS TOWNSHIP HIGH SCHOOL

COURSE SYLLABUS: AP SPANISH LANGUAGE AND CULTURE

Course Overview and Essential Skills

Advanced Placement Spanish Language is designed to be the equivalent of a 5th or 6th semester college-level course. The four language skills of listening, speaking, reading and writing are continually addressed and developed as students proceed through the curriculum and across three communicative modes (interpersonal, interpretive, and presentational). Additionally, students will develop greater accuracy through a thorough review of grammatical structures and a broadening and sophistication of their vocabulary. The materials utilized in this course will include standard textbooks designed for the advanced student and AP exam preparation materials, enhanced by a rich variety of materials from authentic print and audio sources. 21st Century Learning is achieved through the frequent use of technology on a weekly basis. The instructor will use Spanish almost exclusively in class and will encourage the students to do so as well. Class participation, collaboration with peers, and group work is absolutely imperative in developing the communicative skills that are vital to this class. The goal of this class is to prepare the students for the AP Exam in May.

Course Textbook and Required Materials

- Temas (Vista Higher Learning, 2014) ISBN#-978-1-61857-222-6
- Repaso (Glecoe/McGraw-Hill, 2004) ISBN#- 978-0-07846-050-0
- Students will need a binder to organize class notes and handouts.

Course Outline of Material Covered:

Unit or Topic	Concepts/Skills/Resources	Timeframe
Unit 1: Introducción al examen nuevo	Students will familiarize themselves with the new themes, recommended contexts, and overarching essential questions for the new AP Spanish Language and Culture Exam. They will also become aware of several resources and study strategies that will help them succeed in this course. Starting in this unit and continuing for four weeks, the students will also begin taking a series of five verb tests which act as a follow-up assessment to the summer assignment. In addition, students will reflect on their goals and future plans for which they will need Spanish and this course to help them succeed.	1 week
Unit 2: Las familias y las comunidades	In this unit, the students will define the word "la familia" and consider the factors which constitute a family in different parts of the world. The students will constantly be asked to reflect upon, compare, and contrast families in the United States and families in the Spanish-speaking	Approximately 6 weeks

	<p>world. They will be asked to share their own families' backgrounds and origins and communicate effectively about their families in all three modes of communication.</p>	
Unit 3: La ciencia y la tecnología	<p>In this unit, students will explore and communicate about the role of science and technology in the modern world while acquiring sophisticated vocabulary dealing with this theme. Contexts that will be considered during this unit are personal and social use of technology, healthcare and medicine, ethics, and natural phenomena. Students will develop a greater understanding how these contexts not only affect their everyday lives, but the lives of people in Spanish-speaking countries. Students will compare and contrast people's perspectives on science and technology in the United States and Spanish-speaking countries as well as the availability and usage of both.</p>	Approximately 6 weeks
Unit 4: La belleza y la estética	<p>In this unit, the students will contemplate the theme of Beauty and Aesthetics by considering contexts such as architecture, defining beauty and creativity, fashion and design, language and literature, and visual and performing arts.</p> <ul style="list-style-type: none"> • “La belleza es...” project • View “Grafiti: Los Tatuajes de Quito” 	Approximately 6 weeks
Unit 5: La vida contemporánea	<p>In this unit, the students will consider factors related to work and leisure in contemporary life. The contexts that will be considered in this unit are education and professional careers, entertainment and fun, free time, personal relationships, and lifestyles.</p> <ul style="list-style-type: none"> • “El Ocio” project 	Approximately 6 weeks
Unit 6: Los desafíos mundiales	<p>In this unit, the students will examine the theme of 21st Century global challenges which includes the following contexts: economics, the environment, population and demographics, and social wellbeing.</p>	Approximately 6 weeks
Unit 7: Las identidades personales y públicas	<p>In this unit, the students will focus on the theme of personal and public identities. They will specifically focus on the contexts of alienation and assimilation, self-esteem, national and ethnic identity, and personal interests</p> <ul style="list-style-type: none"> • Debate on immigration 	Approximately 6 weeks

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• View “¿Quién es Dayani Cristal?” | |
|--|--|--|

****The following activities will be included in each unit as appropriate:***

- ***Interpretation of written, printed and audio material.***
- ***Written responses to email prompts***
- ***Persuasive essays***
- ***Conversations***
- ***Cultural comparisons***

*****Depending on the needs of the class or changes in the school year, the course outline is subject to change.***